BIG IDEA/QUESTION:

EXPLORING FLIGHT

KEY UNDERSTANDINGS

1. Understand the science behind how animal/objects can fly.
2. Explain how flight has changed/impacted on society
3. To be able to design, construct and test a kite

FOCUS SKILLS/STRATEGIES

classifying, flow charts, observations, surveys, tallying, graphs, explanations, reports, sequencing, collecting data, cause and effect.

KEY COMPETENCIES

Thinking
Managing Self
Relating to Others
Participating and Contributing
Using Language Symbols and Text

VALUES

WWW
Caring for Ourselves
Caring for Each Other
Caring for the Environment

PRINCIPLES

Cultural Heritage
Learning to Learn
High Expectations
Treaty of Waitangi

Health and P.E
AO(s)NZC. Level 1, 2, 3 &4 Movement skills
Develop a wide range of movement skills, using a variety of equipment and play environments.

Local Goals
Participate in a wide range of sporting opportunities, including team and solo sports.

Social Sciences
AO(s) Culture and Heritage

Know about NZ and NZers - history and achievements in Flight (Richard Pierce)

Myths and Legends around the theme of Flight (Maori/ International)

How the invention of Flight has impacted and changed society.

Technology/ICT
AO(s) Structure and Mechanisms
Understand the process of design, construction and testing of technology.

Design, construct and test a kite design.

To make modifications to a kite design to improve how it flies in different wind conditions.

Use technologies to show how an object is able to fly

Science
AO(s) NZC. Level 1&2, 3 & 4 Physical World.
Explore flight as an example of physical phenomena, seek and describe patterns in physical phenomena.
Local Goals
Develop an open and enquiring mind towards scientific ideas. Develop scientific methods of enquiry and research, interpreting and reporting.

Ask questions, investigate, explore and discuss simple

FLIGHT IN TE AO MAORI - The adventures of Mangapai, Korimako and te taniwha o Okahau

Inquiry Model of Inquiry, Knowledge, Recording, Evaluating, Sharing, Synthesis

Prior learning
Moa, archaeology, gardening, 5+ aday, own topic
To finish from previous term
Presenting 5+ A-day soup recipe, still life and own topic

Maori
AO(s)
Know about the history of Maori and how this influences the present and future
Whakatauki: Hinana ki uta, hinana ki tai

Health
Children learn to:
1. Take responsibility for own health needs, e.g. **diet**, sleep, hygiene, oral health, exercise, and relaxation.
2. Show awareness of keeping safe in the home, school, water and in the wider community.
Undertake during Circle time

Speaking
1. Express ideas clearly and with confidence
2. Use appropriate language
3. Ask and answer questions
4. Recognise, appreciate, understand and respond to greetings used by other cultures
5. Develop skills of conversation

Enviroschools AO(s)
Enviroschools: an action-based approach to education through which children and young people plan, design and implement sustainable projects and become catalysts for change in their families and the wider community.
Oil Fee Otago
Spring/summer gardens
Envirethical AO(s)
1. Know and understand the environment and its impact on people and peoples impact on it.
*Identifying local fauna - especially birds and how they could be affected by proposed Canterbury basin oil drilling.

Learning intentions
To undertake an integrated inquiry based around the theme of flight
To complete "own topic" inquiry with students sharing what they have learnt so far
To introduce the synthesis level with a flight visual presentation of their own topic/flight
To think critically about local issues from a historical and future perspective
To combine curriculum elements allowing students to create personal and class responses
To provide practical experience in an action based project with local iwi and expert advice

Creating an oral and visual presentation of a story based around Okahau fictional characters Korimako, Mangapai and Te Taniwha.
Use CC licensed music to dance and dramatise a class story based around above figures.
Using Wikipedia - mix and mash flora and fauna charts of Warrington using Maori names.
Research and design a garden bed for spring plantings.
Find out about and speak publicly (have an informed opinion) on the issues raised in the Kaikoura tamariki rap.
Seek permission to remix the Kaikoura rap
Invite visiting speakers to talk or email the class or individuals
Establish improved online communication with the visiting book car

Viewing
1. Locate, select and interpret visual information from a wide range e.g. videos, pictures, charts etc
2. Read, analyse, understand and critically think about messages and purposes of information presented.

Drama
WWW AO(s)
1. Recognise, know about and follow elements of drama – role play, time and space, tension, focus, storytelling, mime.
2. Create own drama and recreate others
NZC AO(s)
1. Investigate the functions and purposes of drama in cultural and historical contexts

Visual Arts
AO(s)
WWW AO(s)
Learn about and use a range of art making media and materials
NZC AO(s)
Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

Geometry
Level 2 Foil Fun, Fold and Cut
Level 3 Te Whanau Taparau Shape sticks

Links
*John Key's Plans - Mineral wealth
*Gulf of Mexico disaster What every Kiwi should see
*Kuaka - NZ Birds
*Kuaka - KCC
*Kuaka - Wikipedia
*Kaikoura Kids - School Rap
*Mayor Cull - ODT Article
*Oil Free Otago - Home

Peace project 5-9th August

Dance
WWW AO(s)
1. Recognise and know about elements of dance – body, space, time, energy, relationships
2. Create own dance, recreate others
NZC AO(s)**Students will:**
Explore and describe dances from a variety of cultures.

Presenting
1. Develop skills of effectively arranging, presenting and displaying visual and written information in a variety of formats
2. Learn skills which develop legible and efficient handwriting
Creative Commons - Mix and mash
Titles, headings and fonts

Character traits list

Warrington School Learning Plan Term 3

Key Competency Focus	Managing Self; Language Symbols and Text
Written Language Guided writing Shared Writing Individual Writing	Daily Writing Groups; Blogging; Transactional Writing; Newsboard; Revise Essential Sounds / Blends / Diagraphs; Spelling Programme
Oral language Listening - speaking	Questioning and Retelling Impromptu Speeches
READING Close Reading Personal Reading	Shared Reading; Guided Reading; Independent Reading; Reading to Children; Big Book/Poems; Retelling focus (Juniors); Comprehension focus (Middle / Seniors); Reading Vocabulary
VISUAL LANGUAGE Viewing/Presenting Handwriting	Layout / Presentation Skills; f o a d g q i l t n h
MATHEMATICS & STATISTICS Numeracy Strand Mathematics Maintenance	Number Knowledge; Strategy (Fractions,Proportions,Ratios); Geometry - 2 and 3 D Shape; Basic Facts / Addition and Subtraction Strategies
Social Science	The History of Flight and it's Impact on Society
Science	Physical World - Flight; Nature of Science - Investigating Ideas in Science; Flight of the Godwits
Technology	Milk Inquiry (Processes: butter, cheese, yoghurt); Flight Construction; Kite Making
Health and PE	Milk Inquiry (Healthy Eating); Cross Country; Large Ball Skills/Games; Daily Fitness
THE ARTS Dance/Drama Music Visual Art	Integrated into topic work; Singing Iconic NZ Songs; Construction; Multi Media Artworks - Flight
Languages	Maori - integrated; Japanese - Year 7/8s
Enviroschools	Integrated into Topic Work in Classroom Programmes
Assesment	

	Monday – Rahine	Tuesday – Ratu	Wednesday – Raapa	Thursday - Rapare	Friday - Ramere
9 – 10.35	Oral Language Waiata Fitness	Waiata Fitness	Oral Language Waiata Fitness	Literacy Fitness Year 7/8s Technology	Literacy Homework/Spelling Fitness
10.35 - 11	Morning tea -Duty Nathan	Nathan	Nathan		
11 – 12.30	Topic Sport	Topic Sport	Topic Sport	Literacy/Topic Sport	Literacy/Topic Sport
12.30 – 1.30	Lunchtime - Duty Jeff	Jeff	Jeff	Jeff	Jeff
1.30 – 3	S.R Maths	S.R Maths	S.R Maths	S.R Maths	S.R Maths Assembly/Game
	Mr Parker		Mr Burrow		